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ABSTRACT

The Regional Training and Resource Centre (RTRC) is a 5-year program that began in 1989. A consultative group to the program consists of members from the countries of Nigeria, Zimbabwe, Swaziland, Zambia, Lesotho, Mozambique, and Kenya. The functions of the RTRC are to: (1) disseminate information concerning projects supported by the Bernard van Leer Foundation; (2) identify local educational training needs; (3) build the capacity of trainers; (4) develop advocacy skills; (5) develop curricula in early childhood development; and (6) provide advisory services. This document reports on the first of a series of RTRC workshops on the training of trainers of young children, which was held in Harare, Zimbabwe. The bulk of the report summarizes the topics discussed, which were: (1) needs of young children; (2) children with special needs; (3) identification of children's talents; (4) early stimulation, preschool curriculum, toys, and learning materials; (5) training for children's needs; (6) the environment of the African child; (7) community involvement and parental education; and (8) assessing and planning for children's needs. Appended materials include a list of workshop participants and the workshop schedule. (BC)

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CHILDREN'S NEEDS AND EARLY STIMULATION

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A Report of a Workshop for Early Childhood Education Trainers Harare, Zimbabwe,

29th July - 9th August, 1991.

Regional Training and Resource Centre (RTRC)
NAIROBI

September 1991

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CHILDREN'S NEEDS AND EARLY STIMULATION

Regional Training and Resource Centre (RTRC)
NAIROBI

September 1991

FOREWORD

The first workshop for Early Childhood Care and Education trainers held under the auspices of the Regional Training and Resource Centre demonstrates how, through the networking and the sharing of resources in our region we can provide for the professional needs of the trainers and empower them to be more effective in providing better services for young children.

The success of the workshop was a result of collaborative exercise among various partners.

The Bernard van Leer Foundation provided the funds and professional inputs which are most appreciated.

Appreciation also goes to Zimbabwe, the host country, for organising the workshop and according the participants hospitality during the workshop. In particular we would like to acknowledge the inputs of the officers from the Ministry of Education and Culture, the Association of Women's Clubs and Kushanda Project. We are also grateful to all the resource people, the participants and the Secretariat who all provided useful ideas and shared experiences that enriched each and everyone.

The workshop created yearning for further learning through similar programmes.

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What is the Regional Training and Resource Centre (RTRC)?

The Regional Training and Resource Centre (RTRC) is a five year pilot programme that is supported by the Bernard van Leer Foundation. It was started in October 1989. The Kenya Ministry of Education provides the supporting administrative structure and the Secretariat. The RTRC is housed at the National Centre for Early Childhood Education (NACECE) which is at the Kenya Institute of Education, the national curriculum development and educational research centre. The RTRC day to day administration is the responsibility of the National Early Childhood Education Implementation Committee.

A Consultative Group was formed in December 1990 to keep the Centre in touch with the needs and realities of the member countries. It provides professional direction to the centre.

Currently the group has a membership of 8:-

Lineo Phachaka (Chairman)	– Lesotho
Margaret Akinware	– Nigeria
Rosely Chada	– Zimbabwe
Beauty Nxumalo	– Swaziland
Yaona Mwale	– Zambia
Molapi Sebatane	– Lesotho
Representative	– Mozambique
Margaret Kabiru (Secretary)	– Kenya.

The Need for the Regional Programme:

The main purpose of the Regional Centre is to facilitate the exchange of experiences among the Foundation supported projects in Africa by providing opportunities for networking and information communication. It is also expected that the centre will investigate training needs and resources. Armed with this knowledge, it will, in conjunction with the various projects attempt to match the needs and resources for programme improvements. The Centre will also support gathering and dissemination of project information, materials and other resources. Attempts will be made to build linkages with other individuals, agencies and institutions engaged in child development activities.

It is anticipated that interactions created between the various projects and with others will contribute to the important area of human resource development. The development of human resources is no doubt a critical factor to empowering us and giving us the capacity to create a better world for our children.

The Functions of RTRC

These are to:-

- disseminate experience and philosophies of the Bernard van Leer supported projects.
- identify local training needs and link them with available resources.
- build the capacity of the trainers nationally and in the region.
- develop advocacy and consultancy skills.
- develop curricula and support materials in early childhood development.
- provide advisory services.

Activities:

The RTRC organised the first regional meeting in early childhood care and education in July 1990. The meeting was held at the Kenya Institute of Education and brought together representatives from the six Bernard van Leer Foundation supported projects and from a number of neighbouring countries.

The meeting, among other things, identified the major training needs and gaps in the region. It also noted resources that could be tapped to support training programmes. Recommendations were made as to how RTRC can respond to those needs. It was agreed, during the meeting, that a Consultative Group be formed consisting of representatives from the six countries who have Foundation supported projects. Two additional members would be nominated during the first meeting of the Consultative Group. The group has the responsibility of keeping RTRC closely in touch with the needs, trends and policies in ECCE throughout the region.

The first Consultative Group meeting was held in December, 1990 at the Kenya Institute of Education. The meeting arrived at an agreement on the following:

- a priority list of activities to be undertaken between 1991 and 1994 was drawn.
- strategies were suggested for achieving some of these activities.
- a proposal for launching an ECCE regional newsletter was adopted.
- a plan of action for 1991 was drawn having as its major activity a two week workshop for training of ECCE trainers.

The priority list for the period 1991 – 1994 and the proposed programming is as follows:

Plan of Action 1991 – 1994

		1991	1992	1993	1994
1.	Training Workshops (for trainers on children's needs)	———			
2.	Newsletter	———	———	———	———
3.	Dissemination of information and Distribution of materials	———	———	———	———
4.	Toymaking workshops/ Production of manuals	———	———	———	———
5.	Development of research and evaluation skills collection of baseline data, project planning, monitoring and evaluation		———	———	———
6.	Responding to country requests	———	———	———	———
7.	Mid-term Evaluation		—		
8.	Development of Training Modules			———	———
9.	Production of National Training modules and materials				—
10.	Communication skills (Group Dynamics, community education and mobilization techniques).		———	———	———
11.	End Project Evaluation.				—

The Workshop

Early childhood care and education trainers play a major role in child development. In contributing to child development, the trainers are involved in training trainees, in awareness creating, advocacy, development of toys and other materials for training and for child stimulation. They also undertake collection of basic information, analyse it and apply the knowledge in their work situations.

During the first meeting of the Regional Training and Resource Centre (RTRC), training of trainers was identified as a priority area. The Consultative Group, the professional advisory body for the centre, decided that training of trainers be carried out through workshops and seminars.

Theme

The first in the series of workshops for training of trainers concentrated on the needs of young children. The theme of the workshop was Children's Needs and Early Stimulation.

Participants

The workshop was held at Kentucky Hotel, Harare, Zimbabwe from 29th July to 9th August, 1991. Thirty one participants from six African countries, namely; Zimbabwe, Swaziland, Kenya, Nigeria, Lesotho and South Africa attended the workshop. The full list of participants is appended.

The workshop was jointly organised by the Regional Training and Resource Centre and the Bernard van Leer Foundation supported projects in Zimbabwe including the Ministry of Education, Kushanda project and the Association of Women's Clubs (AWC).

The workshop was officially opened by the Minister for Education and Culture, Comrade Fay Chung. In her speech she underlined the importance of early childhood education and care programmes in human resource development. Early childhood education programmes also have implications for participation of women in national development. The minister underscored the need to develop realistic programmes that respond to the needs in the region and in individual countries. She said that the collaboration between different countries is a significant step towards the realisation of education for all by the year 2000.

Objectives

The objectives of the workshop were to:

1. identify various children's needs.
2. identify methods of assessing and planning for children's needs.
3. develop toy-making skills.
4. develop skills to plan and collect baseline data.
5. identify critical environmental factors that influence child growth and development

Methodology

Active and participatory methods were applied in the workshop. Salient presentations were given by Lead Speakers. Participants worked in groups and were involved in practical activities such as toy-making. Visits to some pre-schools and projects were organised. Participants responded to various questions and issues as follow-up activities in group and plenary sessions. Audio visual and educational materials such as videos, charts, pictures and toys were also used.

During the workshop, the participants were briefed on the structure, functions and activities of the Regional Training and Resource Centre (RTRC), Africa. Issues discussed related to the theme have been summarized under the following headings:

- Needs of Young Children and Early Learning.
- Children with Special Needs.
- Identification of Talents.
- Early Stimulation, Pre-school Curriculum, Toys and Educational Materials.
- Training for Children's Needs.
- Environment of the African Child.
- Parental and Community Education and Involvement.
- Assessing and planning for Children's Needs (Project Development).
- Evaluation of the Workshop.

Follow-up

During the workshop the participants developed plans of action for projects they would implement in the areas of training and parental education. It was recommended that the projects be completed in a year's time. A follow up workshop will be organised in 1992. This practical aspect was deemed a necessary part of training of trainers.

This report was compiled by Margaret Kabiru, Margaret Akinware, Margaret Kwame, Lineo Phachaka and Pumla Toboti.

Opening Address
Comrade Fay Chung
Minister for Education and Culture

Comrade Chairman, invited guests, workshop participants, ladies and gentlemen,

It gives me great pleasure to be part of this historical occasion – the official opening of this Regional Early Childhood Education and Care Workshop for the Trainers.

I feel particularly pleased because this occasion is a fulfilment of a logical progression in the Africa region plan to introduce a formalized networking system of early childhood education and care.

Comrade Chairperson, allow me at this point, to welcome you to Zimbabwe. I hope that you will find your stay in Zimbabwe not only enjoyable but also fruitful for the sake of the millions of children of 0-6 years of age whose lives will be directly or indirectly affected by the outcome of your deliberations during the two weeks of your stay.

I am informed this is the first workshop organised for Early Childhood Education and Care Trainers from Africa Region since the establishment of the Regional Training and Resource Centre (RTRC) Africa in January 1990.

I am further informed that the initial funds to establish the Regional Training and Resource Centre in Kenya, the hosting of the first meeting of the Consultative Group held in Kenya in December last year and funds for this workshop, were all made possible by funds from the Bernard van Leer Foundation. We thank the Bernard van Leer Foundation for such contributions in addition to the various projects being carried out by governments and non governmental organizations in Lesotho, Swaziland, Kenya, Nigeria, Mozambique, South Africa and Zimbabwe. Such contributions by donor agencies, help Africa as a continent to realize its future human resources and leaders which are the children. Furthermore, such contributions by donors, also help developing countries develop strategies to meet education for all by the year 2000 as well as to legislate children's rights as follow-up to the United Nations September 1990 Summit where heads of states signed their commitment to reinforce children's rights in their respective countries. The plan of action adopted at Bangkok and at the United Nations in 1990 for the lives of children, represents the collaborative efforts of all member countries. Early childhood education and care has implications for women and national development if the children's educational and social welfare are not integrated into all aspects of national development.

I, therefore, urge you, comrades and friends, to come up with a realistic, relevant and implementable plan of action which will lead to the full realization and accomplishment of the Africa Region development goals of Early Childhood Education and Care in our respective countries. It is my sincere hope that the final

plan of action and your recommendations will contain concrete projects which are not only reflective of the issues pertinent to the continent as a whole, but are also implementable at the national and grassroot levels of our countries irrespective of cultural, economic and political diversity.

Furthermore, the plan of action should be as comprehensive as possible, taking full cognisance of the constraints imposed upon us by limited resources, within countries and within communities on which the countries will rely heavily in the implementation of the plan.

Comrade chairperson, having stated briefly the merit of the Africa regional plan for early childhood education and care, allow me to briefly discuss the importance of early childhood education and care.

Our children are Africa's greatest treasures and resources. Children are the only hope for a future Africa. A nation that neglects its children neglects its future. There is no future where there are no children. Early childhood education and care have been part of every society throughout history.

For most of history children's development has occurred in an environment of caring within the traditional community of families and offered the security of acceptance and preparation for clearly defined roles and relationships.

During the recent centuries major changes have occurred in social structures and in a widening of horizons and perspectives, with greater demands on the new generations. The basic needs of young children are for physical and emotional security and for quantitative and qualitative, perceptual and intellectual stimulation appropriate to their age.

Professionally, the concept of early childhood education and care is used to cover all aspects of the developmental interaction between the child and his environment and to emphasise the comprehensive nature of the development which takes place in the years before the child goes to formal school. Early childhood education and care must be concerned about the linguistic, social, cognitive, physical, creative and developmental needs of the children in their first six years. The approach must be integrated to include nutrition and primary health care.

The efforts to educate children at whatever age should view them both as individuals and in relation to their community and cultural settings geared primarily to local resources, potentials and needs.

Comrades and friends, my address would not be complete if I did not state briefly what Zimbabwe has done since independence in the area of early childhood education and care.

Before independence, early childhood eduation and care activities throughout the country were conducted in an uncoordinated and more or less ad hoc manner with minimum government direction. After independence, many early childhood education and care centres mushroomed in rural areas most of them as feeding

points for the children because of the three year drought prior to independence. In urban areas, the provision of early childhood education and care services remained the responsibility of local authorities and private institutions.

The initation by government of the National Early Childhood Education and Care Programme in 1982 was, therefore, with a view to, among other things, standardising early childhood education activities through the introduction of a unitary system of administration, registration, supervision, curricula and training.

Today, 10 years after the inception of the programme, we have made progress in the accomplishment of some of the targets even though the system is far from being well established. A curriculum handbook for the child to be used as a guide by early childhood centres, parents and policy makers, was published in 1986. The book has since been translated from English into Shona and Ndebele and two versions are currently being printed.

In November 1984, the government took over the St. Mary's Early Learning Centre from the Anglican Diocese of Harare and built a National Training and Resource Centre for the Early Childhood Education and Care Programme.

The centre is currently used to train district trainers who will train the early childhood and care, supervisors and teachers throughout the country. I see in your programme that you will be visiting St. Mary's.

We have trained 55 district trainers who are currently training ECEC teachers at grassroot level. Since January 1988, the government has remunerated the ECEC supervisors and teachers in the rural areas alone. Although not everybody working at these rural centres is being paid, the majority of them have received some allowances.

For example, during the 1990/91 financial year the government has spent $1.8 million (dollars) to pay 2,480 supervisors, 9,255 teachers working at 5,241 ECEC rural centres, teaching a total number of 301,432 children varying from two and a half years of age to six years.

Community based, through community involvement in early childhood education and care has been adopted as the policy for providing ECEC at national level. Since 1986/87 financial year about 130 ECEC centres have been built by communities through the grants in aid scheme they received from the government.

These are some of the activities the government of Zimbabwe has been involved in since independence.

It is my sincere hope that some of your recommendations and action plans will assist governments who are trying to provide early childhood education and care services at national level.

At this point allow me also to mention that the government has jointly funded the programme with funds from UNICEF and Bernard van Leer Foundation and has worked with various non governmental organizations in the establishment of ECEC centres and training of personnel. The provision of quality early childhood education and care services require cooperation and participation of government and non governmental organizations. These joint efforts are being practised at this

workshop where my Ministry is jointly co-hosting this workshop with the Association of Women's Clubs and the Kushanda Project of Mazondera. Together, not only do we raise the level of awareness in urban and rural areas for the need to integrate children in development but also in carrying out various production programmes involving children in early childhood education and care.

With these words, Comrades and Friends, It is my singular honour to declare this workshop officially open.

Thank You.

Summary Report and Recommendations

This section discusses the summary of issues that were discussed during the workshop. The summary was compiled from the presentations, plenary and group discussions.

I. **Needs of Young Children and Early Learning:**

Satisfaction of children's needs is basic to their growth and development. The fulfilment of these needs should be considered right from conception. The child's growth and development are influenced by nature and nurture. While not much can be done about what is inherited from nature a lot can be done to ensure that proper nurture is provided. Understanding of different aspects of human development is necessary in order to give appropriate nurture.

Aspects of Human Development:

To support growth and development all aspects of human growth and development must be taken into consideration.

(a) Physical aspect including physical characteristics,growth in height and weight, body coordination and control; development of manipulative skills, gross and small motor development.

(b) Cognitive aspects comprising the life of the mind and the ability to interprete ones surroundings. Howard Gardner postulates that a human being has multiple intelligencies:- linguistic, musical, logical – mathematical, bodily-kinaesthetic, spatial and personal. Personalities can be internal like that possessed by novelists or external as in the ability to work with other people. The development of these intelligencies vary according to individuals and stage of the child's development.

Cognitive development includes the development of mental constructs, concepts and logical language It also consists of behaviour such as attention, concentration, perception, memory, appreciation, application, problem-solving and creativity.

(c) Affective aspects include social and psychological development. Social development relates to interactions, concern for others; values and attitudes. Emotional and psychological development relate to feelings, self esteem, confidence and perceptions about self.

(d) Aesthetic aspects which include artistic development, creativity and appreciation in such areas as music, movement, dance, painting, drawing, crafts, creativity and writing.

(e) Moral development relates to acquisition and respect for values, aspirations beliefs and general ways of conduct of a society.

(f) Spiritual development comprises those aspects that deal with the inner self. It includes questions with deep meanings about life.

The Unborn Child:

From conception to birth, the child needs to be nurtured in a healthy environment. The mother needs to be healthy physically and psychologically to ensure that her unborn child is also healthy. The family and the community should provide adequate support and care to the expectant mother.

Evidence exists to support that the unborn child responds to the moods of the mother for example when she is elated or tensed up. The unborn babies have also been shown to respond to rhythm and music.

The Infants and Toddlers:

From birth the baby has both basic physical needs and psychological needs. The infant is involved in an interaction with adults in the process of satisfaction of his needs. He is not a passive recipient but is capable of influencing the giver positively or negatively. As they grow older children's exploratory skills increase and their curiosity grows. This increases their ability to learn on their own. By the end of the first year children also begin to make use of verbal communication. This not only increases their interaction with others but increases their ability to learn on their own. Language is major tool for thinking and learning.

The Role of the Parents:

Parents are the first and the most important educators. Parents are the care givers and providers; guides and teachers; and models for their children. Parents being appropriate models is very important since a significant part of education "is contagious" Children are heavily influenced by their parents. Parents have to model the process of loving, learning, of acting as change agents. When parents show that they have power to influence their own lives this has a big impact on their children. Childen learn better in such an atmoshpere and learn that they also have power to effect change. This builds their confidence and builds positive attitudes towards life.

Parents can teach their children many aspects about life:

- What it means to be a boy or a girl and to like it.
- What is means to be father and mother.
- Love somebody and to be loved.
- To speak the mother-tongue.
- What to eat and how to eat.
- To find ones way around the community.
- How to behave in certain situations.
- How to learn.

Mental Stimulation:
Parents can respond to children's mental and stimulation needs by talking to them, singing, rocking, patting, cuddling, playing with, bouncing, through gestures, eye contact, providing materials, toys and space. Also by responding to children when they cry, talk, and ask questions.

Parents can also foster mental development by understanding the child's point of view, providing him with a degree of freedom to explore and manipulate. Also by encouraging and appreciating what a child can do.

Behaviour:
Parents can be and need to assist the child to behave in a s desirable manner. They can apply a number of techniques.

- By providing role models.
- Through songs, poems, riddles and games about good behaviour.
- Through rewards and praise.
- By correcting undesirable behaviour positively, promptly and consistently.
- By keeping children busy with activities.
- By ensuring that the child's needs particularly for love and secuirty one catered for.
- Understanding a child's world view of what is good or bad.
- Understanding the child's psychological needs and effects of peers on the child. This is particularly true of older children.

The role of the Community and other Agencies:
Parents require help from the wider community and other agencies in understanding the important parenting role.

The community can assist by:

- Providing public facilities for children such as play grounds, day care centres, dispensaries.
- Being good role models and taking responsibility for children's behaviour and well being.
- Supporting and caring for families particularly those in need.
- Enhancing a feeling of belonging, for example, through projects and progammes that involve and benefit all families.
- Bringing general understanding between families and encouraging respect for peculiar values, beliefs and practices in different families.

Other agencies need to support the family and the community in the efforts to meet children's needs. These include; the government, voluntary organisations, religious bodies and donor agencies. These can provide funds, resources and expertise but should always work *with* the families and the communities.

II. Children with Special Needs

Introduction:

Children with special needs should first and foremost be perceived as human beings, members of our community and part of our concept of humankind. They should not be labelled or designated as peculiar. All children are gifted; handicaps, disabilities, impairments and deviation from the norms are secondary. These children may be catagorised as:

1. Hearing Impaired.
2. Speech Impaired
3. Visually Impaired
4. Mentally Retarded (not mentally ill)
5. Learning Impaired.
6. Emotionally disturbed
7. Physically/orthopaedically impaired.
8. Health impaired.
9. Multiple handicapped.
10. Gifted or talented.

Note that categories (1) to (9) are classified as children with disabilities whereas (10) remains as it stands.

Identification:

Children with disabilities are those children identified as possessing deficits or handicaps which disable them, to perform up to the society's expectations, whereas the gifted or talented demostrate potential abilities that give evidence of high performance capability in various areas of curriculum and leadership, to mention but a few. All these children, disabled or gifted, like their counterparts have strengths, weakenesses, needs, desires and drives: their deviation should not allow us to attach labels that handicap and stigmatize them, nor relegate them to second class citizenship on the globe. Because of the behaviours children with special needs demonstrate, they require services or activities which the school or early childhood development centre may not necessarily provide.

Related Services:

It is observed that no child is an island. To effectively work with a child, his parents, siblings, peers, community, teachers and pupils of the centre where the child is to be integrated need to be involved. The above groups are expected to participate for the development and betterment of the child. Hence they also need related services.

It is emphasized that a multidisciplinary team composed of the following health, education and social welfare services, can play a major role as a basis for the child's total integration, parents and the community.

Mapped below is the guideline on the service provision for children with special needs:-

Services	For who?	What kind?	By whom?	Where?
Health	Child	Therapies – occupational – physical – social	Occupational Therapist Physiotherapist Counsellor or Clinician	Hospital Public or School clinic.
	Parents and Siblings Community	– social therapy – Education • Child care • Nutrition • Family Life Education.	Counsellor or Clinician Child's doctor, nurse or nurse clinician.	Home, hospital public clinic. Hospital or Clinic.
Education	Child	Habilitation Rehabilitation Formal Schooling	Parents and siblings Parents, siblings, next of kin, community, teacher. Teacher	Home Home ECD Centre/School ECD Centre/School
	Parents and Siblings	Counselling Non-formal Education – Habilitation skills – Rehabilitation skills – Early stimulation skills – Self help skills to enable them to help the child at home.	Teacher Teacher	Home or ECD Centre of school Home or ECD Centre of school
	Community	Awareness creation	Traditional leaders Parents and siblings Next of kin Teacher	Public meetings One to one interaction ECD Centre/School
	Teachers and pupils	Sensitization	Head of ECD Centre/School	ECD Centre/School
Social Welfare	Child and parents Community	Identification of resources. Identification of resources	Social worker Social worker and Community leaders	Home Social Welfare Office Home and Community

III. Identification of Talents in Children:

Introduction:

Children have talents which if unidentified and/or undeveloped die a natural death. Such children through frustration become emotionally disturbed; hence, social problems.

Provision for Talent Identification:

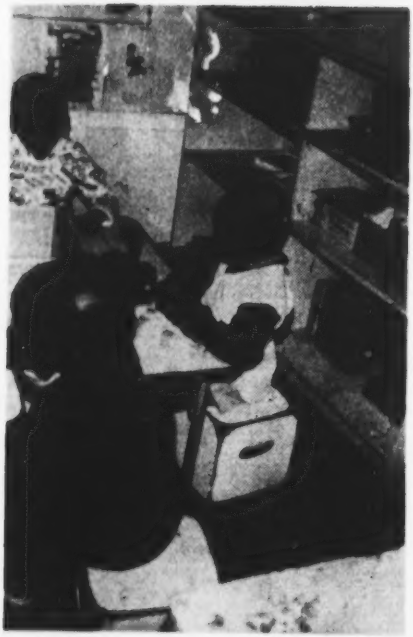
The types of curriculum educational systems provide seem to focus on academics and put less emphasis on other disciplines such as arts and crafts, music and drama, sports to mention but a few. Hence some potential talents other than academic talents remain untapped.

It is evidenced that not all children live in the academic world or possess academic talents. Through exploration, manipulation of things, play they can become creative; and inborn talents promoted through these activities can be developed and reinforced.

It is recommended that governments should review their educational systems to accommodate other disciplines which will promote talents, developments and reinforcement.

Teacher training programmes should include a component of talent identification and development to equip the teacher trainers with skills relevant to the area.

Parental education programmes should also include an aspect of talent identification and how parents can support the development of the talent.



Construction goes on. Notice the well organised storage shelves on the right.

Young artist in the making at creative corner.

It is fun to model with play dough!

Even boys enjoy playing with dolls. It means exposing both girls and boys to all roles.

IV. **Early Stimulation, Pre-School Curriculum, Toys and Learning Materials:**
Pre-schools are now providing education to children in addition to what is provided in the home. Experiences in the pre-school should help the child to gain skills, knowledge and attitudes required for adaptation in a changing world. There are new expectations from the formal school and life skills required for survival are also changing.

The Pre-school and Children's Needs:
The school like the home should cater for the total development of the child and therefore cater for:

- Physical needs including health and nutritional needs.
- Cognitive needs and develop abilities that help the child in interpreting his surroundings.
- Affective needs including psychological needs such as good feelings about oneself. Also, social development that develop skills and satisfies needs for interacting and communicating with others. Emotional needs also need to be catered for.
- Aesthetic development – expression and appreciation through the arts e.g. music, art, crafts, dance.
- Moral development that helps the child to learn the values of his family/ society.
- Spiritual development through which the child asks questions about meanings and deep questions about life e.g. death, truth, God.

Do Pre-schools satisfy children's needs?
Ideally pre-schools can through various ways meet all children's needs:- social, physical, health and nutritional, cognitive, emotional, psychological, moral and spiritual.

Social needs:
By meeting other children and adults and learning to live with them, sharing, playing together, sometimes quarreling and fighting and learning how to handle such situation.

Physical needs:
Through play, climbing, jumping, eye-hand co-ordination, activities that develop balancing and body control.

Health and Nutritional needs:
Provision of feeding programmes, growth monitoring and promotion, checking on immunisation and ensuring that children who are not immunised receive the immunisation; checking personal hygiene, ensuring environmental hygiene and sanitation: identification of illness and disabilities and linking children with health servcies.

Cognitive needs:
Language development through stories, poems, riddles, rhymes, songs, games, dramatisation, role play discussions and newstelling. Concept development through

games, role play, observation, free play with materials to provide personal experiences, discussions, imaginative play, encouraging creativity and exploration.

Emotional and Psychological needs:
Through role play children can act inner feelings such as anger, frustration, anxiety, sadness, happiness or insecurity. Allowing children to express temper tantrums and aggression in appropriate situations. Giving a child a chance to experience a sense of belonging to a group/class. The child can also be made to feel loved and be enabled to love. Developing a sense of security through love and routines.

Children can also be helped to realise who they are, to assert themselves, to develop confidence and a sense of achievement by giving them responsibilities, allowing them to own and be fond of some possessions and by giving them achievable tasks.

Moral needs:
By having correct models from adults, praising good behaviour, through stories, songs, giving punishment if necessary through love, being consistent and explaining why the punishment to the child.

Spiritual needs: By providing opportunities for children to ask the questions with deep meaning about life, for example, helping children observe and marvel God's creation, stories, answering children's questions, also admitting that the adult has no answer to some of the questions.

Indicators in a pre-school that it is catering for children's needs:
- Children are happy and lively.
- Children are healthy.
- There is provision for free play.
- Children interact freely among themselves with strangers.
- Children are constantly praised.
- There is adequate supply of materials and which are used by children.
- Environment is clean with provision of safe drinking water and toilets.
- Children's developmental records are kept and appropriately used.

Parents and school learning:
Parents can assist their children extend the learning that they acquire in the pre-schools in a number of ways:-
- Helping children observe the environment.
- Asking children intelligent questions about observations and explanations.
- Asking children to make predictions.
- Extending the child's sense of wonder and curiosity.
- Developing the child's ability to listen to others.
- Developing the child's ability to communicte his thoughts and feelings to others.
- Helping him learn to accept, trust others and to accept himself.
- Helping the child like to learn and learn how to learn.

Music in Early Children Care and Education

Music in the pre-school is both entertainment and education. It inter-links with other areas of education. It is an integral part of physical, social emotional and cognitive development. Music involves singing, dancing, dramatizing, movement, creative experimentation and playing of musical instruments.

Goals of Music Education:

Music education should aim at developing the child's competence in singing and instrumental music in their own original songs, dances and moving to music.

It should develop the child's appreciation and perception of the beauty of music, through exposure to orchestral, traditional and contemporary music.

Music should also be provided for therapeutic purposes, by providing opportunities for children to express and act out their feelings or by soothing them.

Aids to music education:

- Songs which should be simple short and convey everyday experiences, interests and feelings. Songs related to other areas of the curriculum should also be composed and used. Action songs and songs with repeated words, phrases or rhythms are most appropriate.
- Musical instruments provide opportunities for children to experiment and listen to sounds they produce. They develop a sense of rhythm, body co-ordination, artistry, sensitivity of tone, mood, appreciation and culture and unity of thought with others. Different types of musical instruments should be made available for children including diophones, membranophones, aerophones and chordophones.

  Music instruments can be made from local materials. Funds being available some can also be purchased or borrowed to express children to the real instruments.

Language Development in Early Childhood:

What is language development?

It includes talking, listening, reading, writing and thinking. Drawing and painting are also forms of writing for young children. Language develops early in life. Crying, smiling, cooing are forms of early language. Babies should be talked to as this helps them in developing their vocalisations into meaningful sounds and words later.

Language develops rapidly during the first five years of life. By the age of five years a child has vocabulary ranging from 5,000 – 10,000 in his mother tongue.

Importance of the Child's Mother Tongue:

It is important to develop the child's mother tongue. Preferably, mother tongue should be used as the medium in the pre-school and early years of the primary school.

Mother tongue satisfies the child's emotional needs, aids in concept development, links home and school and helps the school to accept the child as he is.

As much as possible, pre-school teachers should be speakers of children's mother tongue.

Role of the Pre-school in Language Development:

- Enhancing listening skills.
- Making children feel valued and loved.
- Giving opportunity to the child to love.
- Developing pronounciation, vocabulary and the way the child expresses himself.
- Providing direct experiences.

How to develop Communication Skills:

- Listen to the child.
- Be a model of correct and expressive speech.
- Praise the child for efforts and do not correct every mistake a child makes.
- Ask real, open-ended questions.
- Doing interesting activities and discussing them with children.
- Use all the opportunities in the pre-school for language development.

Activities which Develop Children's Language:

- Engaging in socio-economic play.
- Making and using puppets.
- Sharing news.
- Telling and retelling stories.
- Dramatising stories, other situations and events.
- Singing and doing other musical activities.
- Reciting poetry, doing fingerplays and action rhymes.
- Describing things, pictures, events, scenes and processes.
- Sequencing events.

Children's Art:

Art develops children's self-expression and creative skills. It satisfies their emotional needs by allowing for expression of inner feelings and also soothes them. Art also develops control of and co-ordination of small muscles. It helps in eye-hand co-ordination. It develops manipulative skills.

Some manipulative skills that can be developed while working with paper include:-

cutting	pleating
clipping	twisting
crumpling	weaving
folding	rolling
fringing	curling

By using the above skills children can develop a lot of toys and play materials that can be used for enhancing other areas of the curriculum. Examples of such toys are animals, buildings, cars, plants and other structures.

The pre-school teacher has to be patient and creative to develop children's artistic and creative skills. Resource people can be invited to give additional skills. Art

activities should be varied to cover all areas of development. Use of local materials should be encouraged.

Toys and Learning Materials:

- Toys and other learning materials play a significant part in child growth and development. Toys and other learning materials provided for children should cater for cognitive, social, emotional, psychological, physical, moral and spiritual needs. They provide variety in children's experiences and hold a child's attention.
- These materials need to be attractive, well-finished, durable, safe, easy to use by children and relevant to culture and developmental levels of children.
- Toys and materials should be well organised and displayed to facilitate use by all children. It is advisable to organise materials by learning areas or themes.
- Teachers, parents, youth, community groups need to be involved in developing toys and learning materials for children.
- Materials and toys must be well maintained through, repair, repainting, washing and storage in shelves.
- Shelves which can be reached by children are best for storage and display. The shelves can be used as room dividers.
- Cartons, improvised racks, bags, baskets and other containers can be used for storage. Where possible a store can be used for materials that are not in use.

Soft toys:

- Soft toys are for children's cognitive, emotional, manipulative, social, physical needs.
- Soft toys should be made of realistic colours i.e. representing real colours of the objects or structures as much as possible. They can be developed from locally available materials. They are generally durable and can be made to appeal to children of both sexes.
- It is important that cultural factors are taken into consideration when developing soft toys, for example, black and red are regarded as bad omens in some cultures. So also are owls and jackals.

A Curriculum for Children's Needs

- Teachers must be properly trained in all areas e.g. communication skills, organisation, how to cope with children with special needs.
- Teacher – child ratio must improve to make teacher child interaction more effective.
- Classroom – layout must facilitate active learning.
- Suitable, bright, relevant enough equipment must be available (both indoor and outdoor).
- Emphasis in the curriculum must not be only an intellectual development. Rather a holistic approach must be used.
- Parental involvement is very important and it should be included on all levels, ranging from planning of programmes, development of play materials, feeding and financial matters.

- The teacher is to play a guide and facilitator's role.
- Emphasise activities that call for more participtionof children e.g. role play, drama, group songs and games, discussions etc.
- The programme must be consistent and continuous to give children a sense of security (they always know what is expected of them or what they are supposed to do and when).
- The health and growth needs of children should be catered for.

V. Training for Children's Needs:

Training is a major need in early childhood care and education. Training is needed for trainers, teachers, parents, leaders, communities, policy and decision-makers.

General Principles of Effective Training:

To be effective, training has to observe and apply certain basic principles:

- Build on experiences, strengths and previous knowledge.
- Build confidence and self esteem of participants.
- Trainers act as facilitators.
- Provides for leadership development among participants.
- Trainers pose questions, give guidance and allow participants to question and challenge.
- Curriculum, content and training processes are flexible and incorporte ideas from the participants.
- Aims to create positive attitudes in participants, develops skills and gives relevant knowledge, ideas and informaton.
- Develops ability in information gathering, analysis and application.
- Gives specific additional skills aimed at enhancing the total development and accomplishment of the individual e.g. knitting, carpentry, painting, gardening, food preparation, cooking, personal presentation, deportment.
- Builds resourcefulness and stamina. There are many challenges in early childhood care and education.
- Provides for personal growth of the participants, by improving their awareness of self and of the environment, also by developing additional skills.
- It is practical in approach.

Training Methodologies:

Active learning is more effective in learning. Training needs to actively involve the participants. Below are some methods that allow for active participation:

- Practical experience followed by discussion individually or in groups.
- Theory provided to enrich practical experiences, to supply required information or to provide basic principles. Theory should be brief to retain attention. It should be followed by discussion.
- Use of audio visual materials e.g. posters, photographs, videos, films, toys and other materials. These should be related to the topic at hand.
- Observation, recording and analysis of situations and experiences.
- Role play and games, both which are prepared and spontaneous.
- Participants get practical experience of their target groups e.g. teachers and trainers doing children's activities.
- Use of other resource personnel. These should be well-briefed on the topics to handle and on their audience. Follow-up discussion if necessary to link up the resource personnel's information with the rest of the training.
- Visits with well-prepared questions and good follow-up. It is best to involve the participants in developing the questions to be used during the visits.

- Micro teaching with good preparation and follow-up.
- Training voice to vary the pitch to capture attention and interest.
- Brainstorming is a good method of gathering many ideas. It is important to organise the ideas after the brainstorming.

The Training Curriculum:

- Personal development and communication skills.
- Interactions, listening and observation.
- Self-realization, self-esteem and assertiveness
- Development confidence.
- Personal grooming and presentation.
- Parent Education and Participation.
  Learning about families and communities.
  Educating parents on needs of children.
  Mobilising and involving parents.
  These areas should be integrated with all aspects of training.
- Community awareness and mobilisation.
  Listening to the community and working with them.
  Learning about communities.
- Management training.
  Keeping accounts of people and activities.
  Monitoring staff, financial accounts and revenue management.
  Report writing.
  Conducting meetings.
- Child Development and Children's needs.
- A curriculum for children.
  Integrated and catering for all areas of growth and development.
- Toy and material development.
- Health and nutrition.
  Specific health needs of participants e.g. family planning.

Training Programmes in the Region:

- Most countries have an in-service mode of training varying from a few weeks to two years.
- Informal and non formal methods of training are used.
- In most cases existing facilities are used for training.
- Language of communication often posses a problem given the low academic level of the teachers, child care workers, child minders and mothers.
  The importance of use of mother tongue in trianing was emphasized.
- Monitoring, basic research and evaluation are recognised as important needs in training programme.
- Advocacy and awareness creation among policy and decision-makers, leaders and the community are also integral parts of the training programmes.

VI. The Environment of the African Child

What is environment?

The environment of a child includes the surroundings of a child. This also includes conditions, objects, circumstances and influences that affect the development of a child. The environment is a combination of physical, social, human built and psychological aspects. Threatening aspects affecting the child's environment include effects of poverty and the standard of living of the lower income population, breakdown of family units, child abuse and neglect; poor sanitation, inadequate child care and pollution of air, water and food.

Child's Perception of the Environment:

It was noted that people who interact with children need to understand and appreciate that the world of the child is a very different place from the one to which we respond. What a child learns depends in the first place upon how he sees his world, an understanding of this is essential if children's real meaning of activities are to be appreciated. The child's perception of the environment is influenced by various aspects of his development.

Principles of child development

Development is a product of a person responding to his or her environment; a constant and gradual process; most rapid during the early stages. Aspects of development such as physical, emotional, social and cognitive are closely interrelated throughout life; they may regress or remain stable in one area while progressing in another; individuals experience different rates and patterns of development. Development is sequential and predictable under normal circumstances.

Early Stimulation:

Early stimulation includes looking into child's health; providing early screening procedures of young children, language, cognitive, social, physical and emotional development.

Nutrition is important for not only physical development, but most of all, brain development. Early nutritional deprivation results in permanent anatomical or biochemical changes, but its direct casual relationships to permanent and irreversible alteration in intellectual capacity in human is not clear.

Environment that is too simple or too complex may inhibit cognitive development, especially conceptual development. Furthermore, caregivers need to learn to modify environment in order to alleviate misbehaviour. Parental or caregiver closeness with children is very important. Adults need to understand developmental tasks of children of various ages. Being a positive role model enables children to learn good habits. Discipline rests on the child's long experience of trusting his parents or caregivers. Fairness to children is also important. Parents or caregivers need to be open and unbiased in ensuring that equal opportunities are available to all gender in order to foster interest and capabilities.

Theories of Learning:

As far as learning is concerned, behaviourist scholars concluded that learning takes place as a result of conditioning through rewards and punishments, a pattern called reinforcement. Other scholars used the developmentalist themes which emphasise on individual learning and interpretation of situation rather than on such external factors as punishment and rewards. The difference between the two approaches lies mainly on workings of the individual's mind. The behaviourist tend to see people as essentially passive, with their behaviour influenced by environment.

The developmental approach which is gaining more acceptance places greater emphasis on human free will and choice.

Socialisation:

Socialisation is the process through which people acquire personality and learn the way of life of their society. Personality include three components, cognitive, emotional and behavioural. Agencies of socialization include home/family, school, peer group, mass media and others such as religious and cultural groups. All of them need to be co-ordinated to ensure harmony and continuity in the way they influence the child.

The Pre-school:

For many children the pre-school centre is becoming an important part of their larger environment.

Pre-school programmes should ensure the following are provided to ensure stimulation of an environment:-

- Concern for the child's health and safety.
- A high frequency of adult contact.
- A positive emotional climate that fosters the development of trust.
- An optimal level of needs gratification.
- Adults who respond appropriately to the young children's behaviour.
- A minimally restrictive environment that encourages the child's exploration.
- An environment that assists the child in confirming and predicting events and; provides variety of meaningful cultural experiences.
- Rich in play materials that support development of sensorimotor processes; provides an appropriate match for the child's level of development and finally an environment directed by adult who plan and develop objectives for the child.

Environmental Factors that Limit Provision for Children's Needs:

Socio-economic factors:

- Family breakdown.
- Urbanisation and industralisation.
- Working women and lack of time for children.
- Marriage for convenience and unstable marriages.
- High parental expectations of their children.
- Teenage mothers.

- Single parents who may find too much psychological pressure and demand for resources on one person.
- Cultural changes and values e.g. need to have freedom to argue with parents, but in what circumstances?
- Lack of self discipline among parents.
- Large families
- Mass media sometimes portrays negative ideas.
- Teachers are not trained.

Physical factors:

- Lack of space especially in urban areas.
- Long distance between people and facilities.
- Insecurity in the family and in the community, both physical and psychological.
- Pollution.
- Accidents.
- Insanitary environment.
- Overcrowding in urban areas.
- Lack of adequate shelter.
- Parasites e.g. mosquitoes, worms, ringworms.
- Lack of food.
- Lack of adequate educational and health facilities.
- Teacher pupil ratio too high in most countries.
- Population explosion.

These problem pose a big challenge in the attempts to improve the provisions to meet children's needs.

VII. Community Involvement and Parental Education:

What is community participation?

Community participation was defined as a process by which a community mobilizes its own resources to bring about development. The community has to express its needs, make decisions, select choices, prioritize them and implement the programmes or projects which will be geared towards raising their standard of living. Community participation involves empowering people to take decisions, to take responsibility and accountability for its own development.

Basic guide to enhance more community/parental involvement:

- Know the area.
- Know and understand community leaders and the people.
- Undestand social and political affiliation of the community.
- Understand the economic status of the community.
- Respect people, their ways of life and their decision.

Need to mobilize community:

How?

- There is need to understand a widening scope of early childhood services, increase knowledge on the needs of children to encompass all aspect of child development.
- Early childhood education and care (ECEC) trainers, other child development workers and local leaders play an advocacy role by mobilizing the community and their resources to be channelled toward early childhood services.

Partnership:

Due to governments' constraints, other organizations, local agencies, NGOs, and individuals need encouragement to take responsibility in provision of resources.

Awareness of Early Childrhood Care and Education (ECCE)

Create awareness to different target groups on ECCE activities.

The target groups bring about or improve on the following ECCE services.

- Improved physical facilities.
- Establishment of feeding programmes.
- Making of play and learning materials.
- Giving their time and labour.
- Maintaining health, sanitary standards and safety.

What to observe when working with the community:

- Respect the community's initiative and acknowledge their interest and responsibiilties.
- Recognise parents' expertise in many areas related to children's growth and development and tap that expertise.
- Find out from the communities what their needs are, build in your activity.

- Communication - always talk with the members of the community rather than talk at them.
- Learn to listen as to what they see as their major concerns, then give advice.
- Guard against assuming an attitude of professional expertise and regading the community as deficient.
- Sensitivity is a must especially in areas that the community is more knowledgeable and challenge some of our ideas.
- Even illiterate parents require sensitive handling if their coptributions can be counted on.
- Be informed on issues that need to be known in the community.
- Be informed on child growth, development and care, Political affiliations, who the opion leaders are and so on.

Parental Education:

Changes in child rearing patterns, in social and economic set up and in expectations and aspirations means that parents have to constantly continue reviewing the needs of children, parents own abilities in meeting these needs, their practices, values and so on. Hence the need for educational programmes that link parents and keep them updated on new knowledge about children and resources that can be utilized to support child growth and development. Similar principles, methods and approaches need to be applied as discussed on the section on community involvement.

Some suggested ways of educating parents are listed below:

- Open discussion with parents to identify how they stimulate and interact with their own children.
- Listen to parents about the hopes and aspirations of their children.
- Listen to parents about how they bring up their children and incorporate their ideas in new plans for children.
- Encourage parents to participate within pre-school activities, health centre activities and any other activities for e.g. story telling, cooking for children, playing with children, celebration of children's birthday parties – home or school, participating in growth monitoring, cooking demonstrations and other Primary Health Care activities.
- Trainers/teachers, health workers visiting children's homes.
- Outing for children from pre-schools or in the community to some other places. Parents to organise these outings.
- Parents talking to other parents on various topics.
- Visit of parents to other centres and communities for educational purposes.
- Encourage parents to develop a specific project in the centre. Their ideas can be shared with other centres.
- Mass and folk media can be used for parental education.

VIII. Assessing of and Planning for Children's Needs:

Introduction:

For the purpose of this exercise a child is defined as an individual, a person, a social-being from 0 – 8 years. The needs of children from birth to 8 years are identified, systematically assessed and addressed through programme interventions. These strategies are designed to facilitate the socialization nurturing and preparations of pre-schoolers for adequate assumption of their future role in the society.

Characteristics of the child:

The characteristics of the child as a social being are described as gregarious and having needs for survival, growth, development, stimulation and education. These needs must be satisfied to enable the child to live as an human being within a social system.

The situation of children in Developing Countries/Nigeria:

A statistical analysis of the situation of children in developing countries and Nigeria as a case in point is outlined. Mutual areas of consideration for developing countries and Nigeria are as follows.

Situations of children	Developing Countries	Nigeria
Life Expectancy at Birth	52 years	35 in 1960 54 in 1989.
Infant Mortality Rate (IMR)	102/1000 births	85/1000 live birth.
Under 5 Mortality Rate (U5MR).	14 million annually	145/1000 live birth.
Literacy Rate	100 million 6-11 yrs. Out-of-school 60% girls.	
Water Supply	1,230 million without safe water.	22% rural dwellers have adequate household supply.
Malnutrition	177 million children	9% 1987, 14% - 1990 (UNICEF assisted LGAS).

The Nigerian situation which is further elaborated upon includes access to early childhood education (less than 5%) total fertility (6.3 per woman) and maternal mortality rate (15 per 1000 live births).

Some of the main causes of childhood mortality and inability identified are malaria, diarrhoeal diseases, acute respiratory infections, immunization of preventable diseases, illness related to poor nutrition and so on.

Programme Objectives: – are distinguished as broad statements of intentions giving over-all outlines of what the programme sets out to achieve over the plan period. Accordingly, the major thrust of this programme is the implementation of early childhood intervention programmes which respond to the genuine needs of women and children in rural and urban slum areas as well as improve the overall development of children 0–6 years.

Specific Objectives – give quantifiable, output goals/targets which will be achieved/ reached and by which the impact of the programme will be measured.

Examples of programme and output objectives are given from the Nigerian Early Child Care, Development and Education Project, based on the Master Plan of operations for the 1991-95 Country Programme of Co-operation.

Designing Programme Intervention Strategies:

Action-oriented research/baseline survey, advocacy, community mobilisation/ diagnosis, capacity building, training development of educational materials/ curriculum, monitoring and evaluation are indicated as focal points for designing programme interventions, strategies, using a community-based, low-cost and multi-disciplinary/sectoral approach.

Planning Programme Intervention:

Community concerns and probable actions are considered and using the Programme Cycle (ref. UNICEF Nig.) the following steps should be taken:

- Conduct a *Situation Analysis/baseline Survey*
- Based on findings and identified community felt needs, *plan objectives*, strategies and schedule of activities including resources.
- *Implement* programme interventions as identified, planned and agreed with community members and active, relevant non-governmental organizations (NGOs).
- Review programme interventional quarterly and mid-term of plan-period.
- Monitor and evaluate programme interventions regularly to appraise/assess and document programme performance against planned targets.

The following indicators are suggested for the monitoring and evaluation of ECCDE programme/project:

- number of children below six years participating in the programme.
- number of new low-cost childcare centres functioning.
- increase in parental knowledge and appreciation of early childhood care.
- number of women and other teachers trained.
- number of additional low-cost child care centres established.
- number of disabilities detected or omitted.

However, programme interventions for the 1990s must be planned in line with the "Rights of the Child" and the Jomtien Declaration on Education for All in order to achieve the goals for the 1990s and beyond.

Evaluation of the Workshop:

An open evaluation of the workshop was employed whereby groups discussed and highlighted those areas they felt were important. A summary is given below.

Strengths:

1. It was a useful learning experience. Facilitators who handled various aspects were quite prepared and knew their subjects well.
2. Participants were delighted to meet people from other countries.
3. The host country and workshop personnel were hospitable, approachable and have shown concern for the welfare of the participants.
4. Administrative matters were well handled.
5. An effort was made to secure a conducive venue for the workshop.
6. The relationship between course participants was cordial.
7. Travel arrangements were good for people were met at the airport on arrival.

Weaknesses:

1. The programme was too crowded and this affected a number of aspects of the workshop thus:
   - No time given for exchange of ideas on the papers from the various delegates/participants. The ideas or suggestions that emerged should then have formed basis of group discussions.
   - Unsatisfactory use of the group reports.
   - Some visits were not neessary and in the places where the visits were relevant little time was provided.
   - Summary of decisions or ideas for each day were not made available.
   - Inadequate secretariat.
   - The problem of the analysis of the important points and even the compilation of the final shows the unsatisfactory arrangement for recording of the proceedings. workshop.
2. Meals lacked variety and service was not prompt.
3. Transport to and from the workshop was irregular during the second week.
4. Accommodation was not quite satisfactory as general cleanliness was substandard and in one of the venues the rooms were too cold and no heating arrangements were made.
5. A few presenters were disappointing.

Recommendations:

1. More meaningful practical approaches should be incorporated into the programme e.g. the making of soft toys, posters/charts.
2. Participants should be encouraged to bring more materials from their countries for display e.g. pictures, charts/posters, children's work and those of trainees. This is a good method of learning and exchanging ideas.
3. Exchange programmes should be organised among trainers in the various countries.

4. Workshops of this nature should be organised annually.
5. Countries within the region should contribute materials to the Regional Newsletter.
6. Participating countries should be requested to send C.V.s of their delegates before the workshop. This would help in making the workshop more realistic to the needs and level of participants.
7. Resource people should know the background of the participants.
8. A workshop rapporteur(s) should be provided.
9. The financial arrangements should be more flexible to allow participants make some choice e.g. meals. Out of pocket allowance be increased.
10. In view of the developments in South Africa, the country to have a representative in the Consultative Group.
11. For purposes of continuity, the participants of the workshop should attend the follow-up meeting.
12. Future workshops should have a more specific theme to allow for deep reflection and allow for a more focussed result.
13. In future, the workshop should be in the same place as the accommodation for all participants to allow more exchange of ideas and for more effective utilization of time.
14. Invitation for workshops should be made in good time to ensure that participants are well prepared.

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8 C. Nyandoro
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15. R.N. Chada
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16. R. Wroe
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Administration:

1. John A. Conradie
Kushanda Project
Foundation for Education with Production,
P.O. Box 647, Marondera, Zimbabwe.

2. Rose Mujati
Association of Women's Clubs
P.O. Box UA 339, Harare, Zimbabwe.

3. Purnla Toboti
140 Samora Machel Avenue,
Harare, Zimbabwe.

PROGRAMME

Monday, 29th 1991

Chairperson
R. Chada

08.00 – 08.30	Registration/Distribution of materials
09.00 – 10.00	Opening Ceremony: Hon. Minsiter of Education and Culture. Cde Fay Chung
10.00 – 10.30	TEA

Chairperson
M. Akinware

10 .30 – 11.30	Administrative matters and Introductions Background Information on the Consultative Group. Ms. L. Phachaka. Margaret Kwame.
11.30 – 01.00	Introduction to Child Development and Learning. Dr. C. Nyandoro.
01.00 – 02.00	LUNCH
02.00 – 03.00	Needs of children: Kate K. Torkington.
03.30 – 04.00	Group Discussions
04.00 – 04.30	TEA
04.30 – 05.30	Group Discussion continues

Tuesday 30th July, 1991

Chairperson
L. Phachaka

08.30 – 09.30	Two Presentations Assessing and Planning for Children's Needs: M. Akinware.
09.30 – 10.30	Identifying Talents on Children B.K. Nkumalo.
10.30 – 11.00	TEA
11.00 – 01.00	Group Discussions
01.00 – 02.00	LUNCH
02.00 – 03.00	Group Discussions
03.00 – 04.00	Plenary: Presentation of Group Reports
04.00 – 04.30	TEA
04.30 – 05.00	Plenary continues
05.00 – 05.30	Briefing on the Trip to St. Mary's.

Wednesday 31st July, 1991

Chairperson
B.K. Nxumalo

08.00 – 11.00	Visit to St. Mary's Early Learning Centre.
11.00 – 12.00	Group Discussions.
12.00 – 01.00	Plenary: Discussion on visit.
01.00 – 02.00	LUNCH
02.00 – 03.00	Children with special Needs. Ms. L. Phachaka. Special Education Provision in Zimbabwe. Mr. F.E. Dakwa.
03.00 – 04.00	Group Discussions
04.00 – 04.30	TEA
04.30 – 05.30	Plenary Discussions

Thursday 1 st August, 1991

Chairperson
M. Kwame

08.30 – 10.30	Talk and Demonstrations on soft toys. Mrs. N.N. Mkanganwi and Mrs. Matanhike.
10.30 – 11.00	TEA
11.00 - 01.00	Practicals on soft toys.
01.00 – 02.00	LUNCH
02.00 – 04.00	Free

Friday 2nd August, 1991

Chairperson
R. Chada

08.00 – 10.30	Visit to A.W.C. Centre – Avondale – Training Centre.
10.30 – 11.00	TEA
11.00 – 12.00	Discussion on visit – A.W.C.
12.00 – 01.00	Music in Early Childhood Education and Care. Mrs. P. Manjengwa.
01.00 – 02.00	LUNCH
02.00 – 03.00	Children's Art Mrs. R. Wroe

03.00 – 04.00	Group Discussions on practicals on Music and Children's Art.
04.00 – 04.30	TEA
04.30 – 05.30	Briefing on the visit.

Saturday 3rd August, 1991

08.00 – 04.00 Visit to Kushanda Centre near Headlands.

Monday 5th August, 1991

Chairperson
M. Kabiru

08.30 – 10.30	Environment of the Afican Child: Dr. M. Mvududu Dr. M. Manonga
10.30 – 11.00	TEA
11.00 – 01.00	Group Discussions.
01.00 – 02.00	LUNCH
02.00 – 03.00	Plenary on the Environment of the African Child.
03.00 – 04.00	Language Development in Early Childhood Education and Care. Dr. C. Nyandoro.
04.00 – 04.30	TEA
04.30 – 05.15	Plenary on Language Development.
05.15 – 04.30	Briefing on Community Project.

Tuesday 6th August, 1991

Chairperson
M. Akinware

08.30 – 10.30	Visit to Community Project – Glen Forest Training Centre.
10.30 – 11.00	TEA
11.00 – 11.30	Training in Relation to Children's Needs. Ms. K. Torkington.
11.30 – 12.15	Training: Kenyan Experience.
12.15 – 01.00	Training: Zimbabwean Approach.
01.00 – 02.00	LUNCH
02.00 – 02.40	Training: Nigerian Experience.
02.40 – 03.20	Training: Lesotho Experience.
03.20 – 04.00	Training: Swaziland Experience.
04.00 – 04.40	Training: South African Experience.
04.40 – 05.00	TEA

Wednesdy 7th August, 1991

Chairperson
L. Phachaka

08.00 – 08.45	Summary of Training.
08.45 – 10.30	Training: Plan of Action in Country Groups.
10.30 – 11.00	TEA
11.00 – 01.00	Plenary: Presentation of Group Reports
01.00 – 02.00	LUNCH
02.00 – 02.30	Introduction to Parental and Community Education and Involvement.
02.30 – 03.00	Kenyan Experience.
03.00 – 03.40	South African Experience.
03.40 – 04.00	Swaziland Experience.
04.00 – 04.40	Lesotho Experience.
04.40 – 05.00	TEA

Tursday 8th August, 1991

Chairperson
K. Torkington

08.30 – 09.10	Presentation and Community Involvement and Education. Nigerian Experience.
09.10 – 09.50	Zimbabwean Experience.
09.50 – 10.30	Country Plans of Action on Parental and Community Education and Involvement.
10.30 – 11.00	TEA
11.00 - 11.30	Plenary on Plans of Action on Parental and Community Invovement and Education.
11.30 – 01.00	Group Discussion on Final Recommendations and Evaluation of the workshop.
01.00 – 02.00	LUNCH
02.00 – 04.00	Plenary Reports of groups on final Recommendations and Evaluation.
04.00 – 04.30	CLOSING